DOCUMENT RESUME

ED 285 229 CS 505 673

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TITLE A Comparative Study: Oral Communication Education in Norway and the United States.
PUB DATE 85
NOTE 28p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Communication Research; Comparative Analysis; *Curriculum Development; *Educational Assessment; Educational Development; Educational Practices; Foreign Countries; Government School Relationship; Role of Education; *Speech Communication; *Speech Curriculum; *Speech Instruction
IDENTIFIERS Historical Background; *Norway

ABSTRACT

Acknowledging that, although a survey of educational offerings in Norway reveals courses in theater, mass media, and speech therapy, the curriculum does not contain oral communication courses per se, such as those found in the United States, this article compares how and why general education systems and speech education have developed differently in the United States and Norway. An overview of Norway and its education system, a description of the availability and importance of speech training in Norway from kindergarten through the university, and an exploration of what the two nations can learn from each other to improve speech communication education programs are included in this article. Also examined are specializations contained in many speech communication departments in the United States: rhetoric, public address, communication theory, interpersonal communication, business and professional communication, oral communication, theater, mass media, and speech correction. The article concludes with the suggestion that, as the educational system in Norway is currently undergoing revision, the time is ideal to implement speech communication education in the curriculum, and argues for the continuation of such programs in the United States, as useful training for life in a modern society. (NKA)

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A COMPARATIVE STUDY: ORAL COMMUNICATION EDUCATION IN NORWAY AND THE UNITED STATES

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A Comparative Study: Oral Communication Education in Norway and the United States

Both the United States and Norway have representative forms of government, and both depend on citizens' informed involvement. Individuals in a democracy should be trained to become prudent voters, skilled in expressing ideas and astute as message receivers. For survival, democratic governments must provide public education appropriate to popular needs. The stated purposes of speech communication studies in the United States resemble closely those of general education in Norway. Speech education should:

1. Prepare a person for employment.
2. Provide opportunities and skills for the development of a well appointed mind.
3. Aid in cultivating the power to reason, investigate, and

develop new concepts.

4. Prepare students to become ethical, articulate, informed citizens.
5. Encourage cooperation and respect for the rights of others.
6. Cultivate creative talents and cultural appreciation.[1]

The Ministry of Church and Education has expressed basically the same educational aims for the schools of Norway.

Yet although the Norwegian curriculum includes courses in theatre, mass media, and speech therapy, a survey of educational offerings in Norway does not reveal oral communication courses entitled public speaking, argumentation and debate, history of rhetoric, interpersonal communication, oral interpretation, or others such as those in the United States. With approximately the same general education goals, Norway and the U.S. are trying to achieve like ends by using somewhat different methods. This essay will compare how and for what reasons general education systems and speech education have developed differently in Norway and the U.S., give an overview of Norway and its education system, describe the availability and importance of speech training in Norway from kindergarten through the university, and explore what the two nations can learn from each other to improve our speech communication education programs. Included in the examination are areas such as those contained in many speech communication university departments in the U.S.: rhetoric, public address, communication theory, interpersonal communication, business and professional communication, oral interpretation, theatre, mass media, and speech correction.

Public Education in the United States

To compare present speech communication education programs in the U.S. and Norway, one needs some knowledge of historical precedents for the two nations' educational systems. The U.S. system developed primarily from the British model settlers brought with them to the New World.[2] In the seventeenth century, primary education in the American Colonies revolved around the rudiments of reading, writing, arithmetic, and religion. By the eighteenth century, the curriculum had expanded to include practical training. The British classical tradition influenced higher education in the U.S. also. The Western Hemisphere was sufficiently remote from European universities that institutions were started here in order to train ministers and other leaders. The first university in the U.S. was Harvard, which was established in 1636. Several other universities followed, and by the time independence was won, the U.S. had a number of quality private universities modeled after British counterparts. These institutions emphasized classical studies, with both the study and practice of rhetoric. With an increased interest in delivery in the early 1800s, professors established oral rhetoric as a study separate from writing and literature. And with their oral disputations, commemorative oratory, and drama the schools set a precedent for education in the U.S. As early as 1810 the nation had its first rhetoric text written by a citizen, Rev. John Witherspoon, President of Princeton University.

Preoccupation with delivery had other causes. The elocutionary movement, which began in England and France during the seventeenth and

eighteenth centuries, had a marked influence on rhetoric and education in the U.S. A number of factors gave rise to the intensified study of delivery: the determination to standardize the English language, dissatisfaction with the quality of oratory and pulpit rhetoric, the belief that a pleasant presentational style is influential in political speaking, and the desire for a socially acceptable speaking style. For awhile, exaggerated and artifical public delivery prevailed, culminating in the popular Lyceum and Chautauqua commercial lecture circuit rhetoric during the nineteenth and early twentieth centuries. Today, however, the emphasis is on clear, natural, conventional style.

The U.S. Constitution ensures a separation of church and state. And although there is a federal Department of Education, individual states and local districts determine and administer details such as curriculum, rather than having nationally imposed standards. Elective oral communication courses are offered in most school districts and university systems, some educational programs require such courses for graduation, and universities offer undergraduate and graduate degrees in various aspects of oral communication. Although Norway has a much older recorded history than the U.S., the U.S. became an independent nation 122 years before Norway, had a university 175 years earlier, and instituted compulsory education 97 years earlier. Many parallels exist between education trends and developments in the two countries; however, the U.S. has tended to begin, and therefore to progress through, many developmental phases ahead of Norway. This is the case with the study of oral communication.

Norwegian Education System

The history of formal higher education in Norway[3] can be traced back more than 800 years to clerical seminaries founded in 1150. However, compulsory primary schooling was not implemented until the Royal Ordinance of 1739, when Norway was a province of Denmark. This ordinance stipulated that there should be a public school in every parish and that every child should receive sufficient elementary education to prepare the student for religious confirmation in the state Lutheran church. Norway was a province of Denmark at the time. For the first century of compulsory education, reading and religion were the only subjects taught in the parish schools. Gradually the curriculum expanded beyond ecclesiastical instruction to a wider subject matter more suited to broadening needs and interests of a generation which was, for the first time, leaving the confines of the family gaard, or farm. Arithmetic and writing were added first; then, during the last part of the nineteenth century, geography, history, and handicrafts followed.

Although the Danish government instituted compulsory primary education in Norway in 1739, most persons desiring a university education studied in Denmark. The first Norwegian university was established in Oslo in 1811, 175 years later than Harvard. For many years Oslo University had only the traditional four major faculty divisions of Religion, Law, Medicine, and Philosophy. It was the sole Norwegian university for 137 years until Bergen University opened in 1948, organized along the same traditional lines of study.

Norway declared its independence from Denmark in 1814 and adopted its present constitution, which was inspired by the British political tradition, America's Declaration of Independence, and the ideals of the French Revolution. Neither the constitution of the United States nor that of Norway specifies how the educational system should be organized or funded. The Primary School Act of 1827 was the first Norwegian legislation designed to institute national basic compulsory schooling, and a minimum of seven years compulsory education has been in effect since 1889. By comparison, Massachusetts instituted the first compulsory education in the Colonies in 1642.

Following Norway's independence from Denmark in 1814, a groundswell of nationalism grew in Norway, culminating in separation from the government of Sweden in 1905 and the establishment of a truly independent Norwegian government. During the nineteenth and early twentieth centuries, industralization brought a shift in population and class structure. Peasants began leaving their agrarian and fishing occupations to move to urban areas where new, mechanized work awaited them. The Labor Party grew more politically powerful and pressed for social and educational reforms. Trade schools and adult education courses grew in popularity.

The young government utilized education to accomplish four immediate goals: (1) building a strong, unified national identity; (2) encouraging the use of a common native tongue; (3) elevating the educational level of citizens, especially to meet employment demands; and (4) stimulating the growth of a uniquely Norwegian culture. Schools emphasized classes in native culture and crafts and the study of languages, including both native dialects

and foreign tongues. The European and U.S. elocution movement had a parallel, of sorts, in Norway with the struggle to standardize a native Norwegian dialect. Even the theatre was used to model proper enunciation, and for a time stage speech in the nineteenth century became too artificial to realistically depict scenes portraying everyday life. Twentieth century parallels in Norway to the Chautaugua movement in the U.S. include the establishment of cultural and educational institutions such as the Traveling Theatre, Cinema, Art Museum, and Library.[4]

The Ministry of Church and Education has been cognizant of and responsive to particular problems and national potential. Norway's population is widely scattered throughout a long, narrow land mass slashed by rivers and lakes, towering mountains, and plunging fjords. Norway is Europe's fifth largest nation in land size but next to smallest population. In spite of its sparse population, Norway is influential in international events. Except for Ireland, Norway has provided more immigrants to the United States, proportionate to national population, than any other European country. Norway has proximity to or common borders with the other three Scandinavian countries, Finland, and the U.S.S.R., with whom it shares a border 122 miles long. Only five per cent of the land is arable; turning to the sea for commerce, Norway has developed the fourth largest merchant fleet in the world. Recent development and expansion of Norway's petroleum industry and the discovery of rich petroleum and natural gas deposits under the continental shelf off Norway's coast have resulted in Norway becoming one of the major oil exporting countries of Western Europe.[5]

Norway's strategic location resulted in Nazi occupation of Norway during World War II. Modern Norway traditionally has supported international

cooperation and world peace. Norway maintained neutrality during World War I, was a member of the League of Nations, has been active in the United Nations, is a member of the North Atlantic Treaty Organization and the Organization of Economic Development and Cooperation, helped establish the European Free Trade Association, and is a vital member of the Nordic Council, an advisory board which serves as a cooperating discussion forum for Scandinavian countries. Norwegian statesmen Trygve Lie, as the first Secretary General of the U.N., practiced diplomatic and political address communication skills. According to state publications, Norway's national defense policy includes "making a continuous political effort to contribute to the development of detente and of mutual confidence between East and West."[6] Norway contributes uniquely to international and intercultural communication. The public education system aspires to prepare citizens in achieving goals on international, national, and personal levels.

Today the Norwegian Ministry of Church and Education aims for all citizens to receive equal opportunities for education, according to their individual interests and abilities, and disregarding geographical locations or ages. The development of the educational system remains closely related to social, cultural, and economic trends. An ever-growing demand for higher and adult education exists in order to satisfy the increasing need for professionally trained personnel in a rapidly developing modern society. The Ministry of Church and Education is the supreme administrative authority and imposes a standard curriculum nationally, but city and county boards have local responsibility for implementing the educational system.

In government, social trends, and education Norway is similar to the U.S., in some respects, and to its neighbors Sweden and Denmark. However,

the general education system in Norway is more similar to those of its Nordic neighbors than to that of the U.S., especially concerning oral communication studies.[7] Largely because Norwegian education evolved from a different philosophical viewpoint than that held by the United States and Britain, Norwegian speech education has never achieved a place of importance as a study separated from others. Instead, Norwegian speech training has the following characteristics:

1. Speech training is given as an adjunct to other fields of learning and varies widely according to the motivation, philosophy, and abilities of the individual classroom teacher.
2. Since there are no formalized courses or departments of speech in the colleges and universities, elementary and secondary school teachers have little preparatory training in speech education.
3. Training tends to be practical rather than rhetorical in nature.
4. A unit of study emphasizing elements of speech education tends to be titled something like "leadership training" or "teamwork" or "personal growth" rather than "speech" or "communication."
5. Communication stressing group involvement and cooperative effort tends to receive more attention than performances which focus on the individual.
6. No speech training for competitive events exists.
7. Since a primary objective of education is to prepare one for an occupation, job-related speech training has dominated,

including training in acting, broadcasting, and speech therapy, and limited instruction for teaching or business.

8. Speech training similar to that available in compulsory school is available in adult education programs.

The emphasis placed on speech training, and the public education system, is reflective of national goals and mores. The following describes the availability and importance of oral skills training in the Norwegian education system from pre-school through adult education and the university.

Speech Training in Primary and Secondary Schools

Communicative skills training begins in kindergarten, which includes the ages from birth to seven years. Kindergarten is optional, and a tuition fee is charged. The 1975 Kindergarten Act stipulates that kindergartens are required "to provide a good environment for children, with emphasis on play and social contact with other children and with adults."[8] The state regulation adds that kindergartens should encourage tolerance and caring for others and should provide opportunities for self-expression. Children are to be encouraged to explore their environment and to interact with others through such activities as storytelling, singing, music and movement, discussion, dramatic exercises, and field trips. Thus, an emphasis on developing interpersonal interaction skills seems evident.

Since there is no prescribed curriculum, activities are highly dependent on cooperation between supervisors, the pre-school teachers, and the parents. Pre-school teachers train at tuition-free state teacher training colleges scattered throughout the country and supervised by the Ministry of Church and Education. The curriculum is both theoretical and practical in nature,

and while it includes drama and literature no courses exist specifically titled, or apparently stressing, oral communication or speech or interpersonal communication. Therefore although interactive and communicative skills, in some cases, are taught at a pre-school age in the Norwegian educational system, the type and extent of the program to develop oral communication skills in the young child varies widely depending on the predisposition and innate abilities of the individual kindergarten teachers.

Compulsory education, grades one through nine, is tuition-free and begins the year the child reaches seven years of age. Basic compulsory schooling, or primary school, is divided into the six-grade lower stage, roughly equivalent to elementary school in the United States, and a seventh through ninth grade upper stage, equivalent to middle or junior high school in the U.S. Optional additional schooling is available in the secondary school, grades ten through twelve. In the past, Norwegian public education was compulsory only for seven grades, and students were channeled very early into either those courses, or lines, which were college preparatory or those which were vocational or terminal. Norwegian education has undergone a revision in the last decade, and students now have more freedom to select courses they want to pursue. The sharp division between college prepartory and vocational courses has been somewhat relaxed.[9] Since the aim of Norwegian schooling is to equip one with job-related skills, and since speech communication skills are usually seen as complementary rather than prerequisite for careers, speech has not been viewed as a serious subject.

Recitation is a frequently used instructional method in the basic and secondary schools, and teachers have tended to place more emphasis upon rote learning and upon such matters as syntax and pronunciation than on

creativity and self-expression. One reason is that at the end of the year, students must perform well in oral examinations in order to advance to the next grade. Another reason is the language problem. Norway has two different dialects as dual official languages, and both language forms have been revised many times. The linguistic problem has been further confused with three major spelling reforms since 1905 and a proposal to adopt a new language form which would be a blend of the two official dialects now used. For years the parliamentary body, the Storting, has engaged in heated debate over the confused state of the national tongue. It has been said that all Norwegians appear to speak at least four languages, three of which are Norwegian.[10] Because of the complex language problem, emphasis is placed on learning the two forms correctly rather than on creative, extemporaneous speaking. According to Dr. Arne Vanvik, Chairman of the University of Oslo Phonetics Department, "In Norway there has been far more general interest in spelling than in speaking. This is a consequence of our particular language feuds."[11]

In addition to speaking at least two forms of Norwegian, students are also required to study English. Several additional languages are also offered, German and French being the most popular. Speech training is given as a part of instruction in the language classes and aims at teaching the correct use of the voice, clear and distinct articulation, and correct pronunciation. Teaching methods used in language classes to aid students in developing language skills include dramatizations, storytelling, discussions, and working in groups. Informal speech training is entirely at the discretion of, and limited to the abilities of, the individual teacher. Since teacher training institutions do not offer theoretical or

practical courses in speech communication, the classroom teacher may be unable to serve well as a model in the use of those skills.

In 1971, the Ministry of Church and Education introduced an innovative course for the last four years of compulsory school entitled "Class Council Work/Pupils' Council Work." The aim of the course is:

> to teach the students to function in a democratic society by teaching them to cooperate and by teaching them the basic techniques called for in democratic life. Fluency and skill in speaking are of great value in this context, and importance is attached to speech education.
> The students are systematically trained to express themselves, to ask permission to speak, to be the speaker, to introduce the subject of discussion, to present their point of view, and to preside at a meeting. They are taught to speak distinctly and slowly and to pronounce the words clearly so that everybody can hear. The students are given to understand that it is not only what they say that matters, but also the way in which they say it.[12]

Although not titled a "speech" course, this course emphasizes the interface between mastery of communicative skills and the responsibilities and privileges of a citizen in a democracy. With this course, the Ministry of Church and Education has unofficially endorsed speech training as being relevant and important.

In the past the most commonly used teaching method stressed memorization of facts. Recently, however, students have been encouraged to participate in critical thinking and extemporaneous self-expression.

Student organizations closely resembling national political party organizations are popular with college and university students, students in secondary schools, and students in folk high schools. These student organizations hold regular political discussions and debates, with students assuming the roles of national political leaders debating national policies. The aim of this activity is "to inculcate a spirit of citizenship" and to teach political skills, particularly debating skills.[13] Participation in student organizations should help one to prepare for a future career in law or politics, as well as to sharpen one's political awareness and insight, attributes that many speech courses in the U.S. curriculum (including debate, parliamentary procedure, small group communication) are designed to develop. The activities of the Norwegian student political organizations resemble closely those of educational debating organizations in the U.S. high schools and colleges. However in the U.S., entire courses in argumentation and debate are offered, whereas no such courses exist in the Norwegian educational system. In the U.S. regularly scheduled interscholastic competitive speaking contests give secondary school and university students the incentive and opportunity to practice debating, oratorical, and dramatic skills on a continuing basis. No such activities exist in Norway.

In spite of a declining birthrate, each year there are more applicants for admission to secondary schools and higher education institutions than can be accommodated. The state annually administers standardized examinations which include both written and oral components, and entrance to higher education institutions is awarded on the basis of grades on these exams. Competition for admission to secondary schools, colleges, and

universities means not only that students must master a number of complex subjects but also that they must be able to manage the added stress of proving their abilities in oral exams at the close of each year. For this reason and others many teachers, especially the younger ones, try to find room in the crowded curriculum for oral performance activities. It is important for a Norwegian student to be able to summon information and present it well in organized oral delivery. In language, history, and geography classes students deliver speeches to their classmates on subjects chosen by themselves or assigned by the teachers. In most history classes it has become compulsory for pupils to deliver at least one elev-foredrag, or lecture, each term. These lectures are fifteen to twenty minutes long. and, depending on the teacher, as much importance may be placed on the way the material is delivered as on the content and organization. Some teachers stress voice and articulation, public speaking, small group communication, and dramatics in the public schools of Norway.[14] They do so, however, without having taken courses in these subjects during teacher training programs.

Adult Education and Mass Media

Several other institutions are noteworthy as adjuncts to secondary education, including adult education programs and folk high school courses. Although illiteracy is virtually nonexistent, a majority of Norwegians over forty years of age (seventy-five per cent in 1974) has no more than the seven years of education that were compulsory before the act of 1969 raised

the requirement to nine years. Some adult education programs attempt to "bridge the gap between generations" by making it possible for mature citizens, without taking off from their jobs, to earn secondary school certificates, which qualify the individual for admission to college and university programs. The three main categories of adult education are:

1. Adult education to qualify for examination certificates (the nine-year compulsory school, the secondary school, vocational or technical schools, district colleges, and university level courses);
2. Adult education in the work world (continuing education);
3. Adult education which is not academic or employment related.

Adult education programs aim to increase levels of education and provide job training, increase work-related skills, enrich lives generally, and make individuals "better citizens." No distinction is made between "useful" and "useless" knowledge. Course offerings increasingly have emphasized human relations, management, and job-related communication skills. The Department of Cultural Affairs, under the supervision of the Ministry of Church and Education, administers the adult education programs, which utilize the following to achieve their purposes: study circles; television and radio programming; folk academies; and traveling art exhibitions, theatrical performances, libraries, museums, and films. In a land divided by harsh geographical and climatic conditions, the government takes educational programs to the people.[15]

The Folk High School is uniquely Scandinavian institution which is an integral part of the Norwegian adult education system. Folk High Schools are primarily for young adults but also offer programs to older and retired

adults, similar to Elderhostel programs in the U.S. and other countries. Today there are eighty-eight Folk High Schools scattered throughout Norway, almost half of which specify offering courses in theatre, mass media, leadership, teamwork, discussion of social problems and personal growth. The goal of the Folk High School is to prepare independent, free, open-minded persons to be citizens "helping build a better world." The schools generally give no examinations and award no diplomas or certificates.[16]

Norway radio and television, and some cinema, are regarded as an extension of public education. The Norwegian Broadcasting Corporation, the Norsk Rikskringkasting or NRK, is a national monopoly with the responsibility to air programs which satisfy the requirements of the arts, of education and adult education, of entertainment and of a normal information service.[17] Programming is predominately educational in nature rather than entertaining. In conjunction with the University of Oslo and specialized secondary schools, the NRK regularly broadcasts such programs as language courses, discussion groups, and lecture courses by university professors. Systematized adult education courses presented on radio and television have concentrated on language courses, such as English, French, German, Italian, Spanish, and the two Norwegian dialects nynorsk and bokmaal. Media presented language courses illustrate for the receivers details of nonverbal paralanguage aspects such as the complex musical phonology that is peculiar to Nordic languages as well as enunciation, pronunciation, and inflections peculiar to other languages. Using media programs in connection with study circles enhances the learning of communication skills in native and foreign

tongues, but also individuals can develop interpersonal communication skills, especially when the topics of the courses stress small group and leadership behaviors. Promoted by the media, the study circle encourages development of communicative skills in participants and has become an increasingly popular form of adult education.

Colleges and Universities

The Storting, Norway's parliamentary body, passed legislation in 1975 to expand the capacity of state supported higher education facilities and to organize them into two sectors, the university level and the regional colleges. The four universities are at Oslo, Bergen, Trondheim, and Tromsø. Regional colleges, which offer vocational programs of from one- to three-years duration, are distributed throughout the nation.[18] Twenty-nine teacher training colleges offer a three-year program for students who have completed secondary school. Some regional colleges offer management, mass communication, and theatre courses. The Møre and Romsdal campus has a two-year degree in mass communication, with optional course offerings in radio, film, television, audio-visual aids, print journalism, and public relations.[19] A three-year training program in theatre is available at the State Theatre School in Oslo, which additionally has courses in broadcasting and film production. The University of Bergen also offers courses in Theatre Arts.[20]

A description of studies at Bergen's Norwegian School of Economics and Business Administration closely resembles university business and organizational programs in the United States. The University of Bergen offers a

wide range of interpersonal and business communication seminar courses each term including information systems, marketing communication, personnel administration, cooperation in business, and conflict resolution. Management skills are taught using such communication methods as case studies, decision games, discussion groups. "Through participation in discussion groups organized by themselves, the students are encouraged to collaborate in discussing and solving exercises and problems related to various fields of study."[21] Students earning higher degrees in Norway must be able to demonstrate their expertise in oral performances. For instance at the University of Trondheim Norwegian Institute of Technology, a candidate for the Doctor of Engineering degree, in addition to other requirements, must deliver a public lecture at least forty-five minutes long which displays mastery of the subject field. The university includes in its required curriculum a course which provides instruction and opportunities to practice lecture and presentation techniques.[22]

The University of Oslo includes a Linguistics Department in the Liberal Arts Faculty. The professional organization for persons in this field is the Norwegian Linguistics Society. The Phonetics Institute of Bergen University is conducting research in general phonemics, general phonetics, and general linguistics. The University of Bergen maintains a well equipped phonetics laboratory and is establishing a speech clinic to become a department of its own within the university, perhaps awarding degrees in speech communication. The Learned Societies is an organization in the field of humanities which is of some value to professors interested in speech communication.[23] The universities also cooperate in programs for adult education.

Speech Therapy

Education for handicapped students, including those with speech defects, begins in kindergarten, and handicapped children have first priority for admission to the limited kindergarten facilities.[24] In treating speech problems, therapy is administered primarily in speech therapy clinics in the municipal school setting, with a therapist working with individual cases or in groups. Diagnosticians refer more difficult cases to municipal speech and reading centers or to the state special schools. Speech therapy is conducted on local, district, and state levels. In the public school, the speech therapist conducts screening examinations or, through teacher referral, speech and hearing difficulties are identified and students are recommended for therapy. Outside the larger cities, therapists conduct community therapy classes or groups.

The Special Schools Act of 1951 provided for the establishment, administration, and financing of special schools for the speech handicapped, the deaf, the blind, the retarded, and the "maladjusted." In 1970, the Norwegian National Graduate College of Special Education listed the following three special schools for speech defectives: the Spesialskolen for Telehemmede, Oslo, where all kinds of speech disorders are treated; the Spesialskolen for Stamme, Skrukli, which treats stutterers only; and the Elton off. skole, Raufoss, where children with central language disabilities receive therapy and schooling.

Norwegian speech therapists train and are certified at the Norwegian National Graduate College of Special Education at Oslo. Prerequisite for

enrolling in this college is a certificate from a teachers training college or college of education or the completion of university studies in education or psychology. A proficiency in reading English is also a requirement for admission since the curriculum utilizes British and American textbooks to a great extent. Training in this institution is academically oriented with medical, psychological, and social authorities delivering series of lectures designed to equip the students with knowledge for practical application. A knowledge of methods and programs used by other countries is stressed.

In the area of speech therapy, the curriculum includes lectures in phonetics, experimental phonetics, and phonetic transcription of abnormal speech by means of the International Phonetic Alphabet. In addition, instructors define correctness of oral usage through IPA representation. The primary emphasis in the study of voice and diction is on anatomy and physiology of the vocal organs, pathologies of the voice and therapy for vocal hygiene. The University of Bergen maintains a speech clinic for research and teaching in the field of speech therapy and vocal hygiene, both paramedical areas. The Norwegian professional organization for speech therapists is the Norsk Logopedlag. Professional journals for speech therapists are: Norsk Tidsskrift for Logopedi, the Norwegian journal, and Nordisk Tidsskrift for Tale og Stemme, the Scandinavian journal.

Conclusion

Speech communication training exists in Norway, if not overtly and by name, but it has not gained prominence and attention. Such areas as public

speaking, voice and articulation, interpersonal communication, and oral interpretation have a place in Norway's education system, but mostly as they are related to other subject matter. Theatre, speech therapy, and mass media communication appear to be moving closer to becoming separate departments of study than do other divisions of speech education, probably because they lead directly to employment. The "Class Council/Pupil's Council Work" course in secondary school and the group and leadership training courses in Folk High Schools are the forerunner of future speech classes in the public school system. With an increasing demand for secondary and higher education in Norway, the education system is in a state of revision, making this an ideal time to implement programs for speech communication education.

In the U.S., the state of education, and the means to finance it, is a serious national concern today. Many co-curricular activities and courses, such as speech communication, are being sharply curtailed or eliminated. Public school curricula are already crowded, in Norway and the U.S., and budgets seem to grow tighter every year. Yet if students are to receive the training they need for life in a modern society, and if both nations are to achieve their stated educational goals, programs must be implemented. Just as some teacher education programs emphasize that every teacher should be a teacher of correct language usage, so should every teacher stress effective oral communication appropriate to the situational constraints present. Therefore, on every college and university campus, speech communication courses should be required for future teachers. Such courses should be required for teacher certification so as to enable teachers to be

informed and effective communication models. Studies indicate a high positive correlation between the skills of reading, writing, and speaking.[25] Language acquisition and usage affects the way we think and work and live. An integration of teaching effective expression of thoughts in speech and in writing, reception and interpretation of messages, and reasoning and evidence would be a synergistic force to the educational process as a whole. Enhanced interpersonal and international communicative abilities is critical to mutual prosperity and peace in a world growing ever more complex, crowded, and tense.

Footnotes

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[11] Arne Vanvik, Personal correspondence, Phonetics Department, University of Olso, 23 June 1971.

[12] E. Slaatto, Secretariatet, Ministry of Church and Education, Oslo, 24 March 1972.

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